University of Tennessee- Knoxville

October 24, 2018

Mapping Credit for Prior Learning

Using ACE Tools to Develop Institutional Strategies

ACE® American Council on Education®

100 Years of Leadership and Advocacy

Center for Education Attainment and Innovation (CEAI)

Inclusion ◆ Excellence ◆ Innovation ◆ Collaboration ◆ Impact

- **Military Evaluations**

- **College and University Partnerships (CUP)**

- **College Credit Recommendation Service (CREDIT®)**

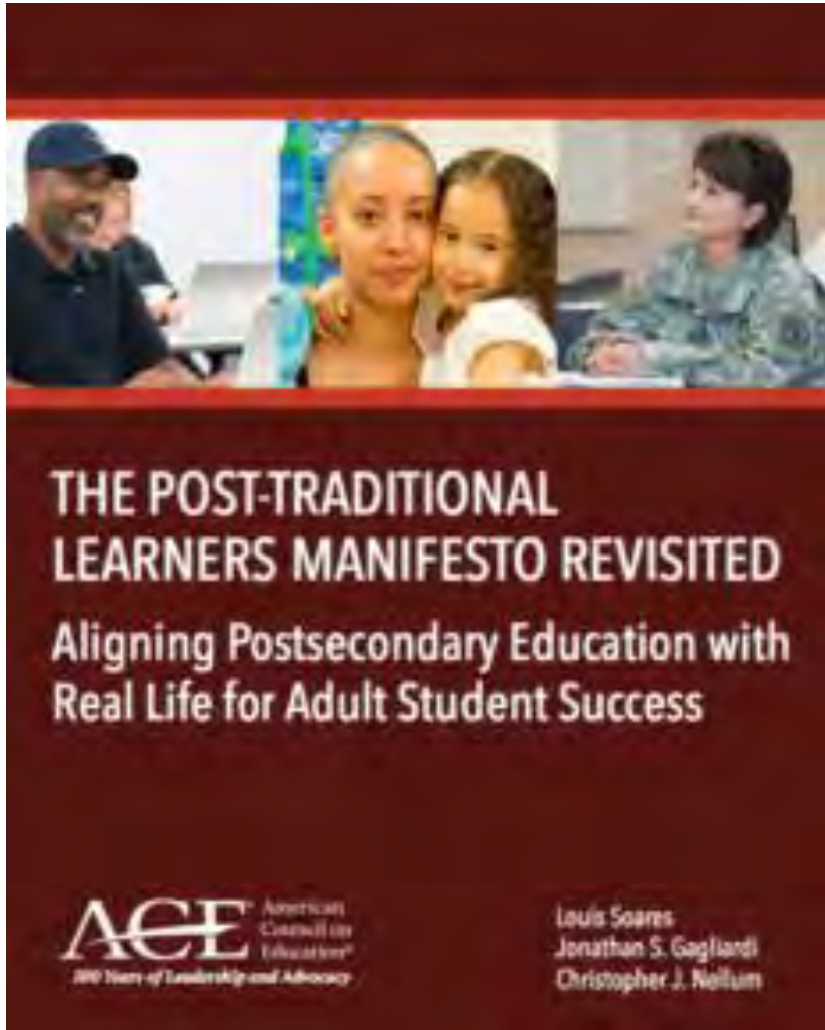- **Academic Innovation**

Joint Statement on the Transfer and Award of Credit

Purpose: To identify general principles to consider in developing credit transfer policies or accepting credit from another institution or extra-institutional setting.

Revised October, 2017

Students on the Move

- More than 60% of today's students are post-traditional.

- More than 30% of today's students transfer.

- Today's students use multiple sources for learning.

THE POST-TRADITIONAL LEARNERS MANIFESTO REVISITED

Aligning Postsecondary Education with Real Life for Adult Student Success

ACE American Council on Education
100 Years of Leadership and Advocacy

Louis Soares
Jonathan S. Gagliardi
Christopher J. Nellum

Credit for Prior Learning Classifications

	Institutional Evaluations	Third-party Evaluations
Individual Student Evaluations	**Departmental Challenge Examinations** **Individualized Portfolios**	**CLEP Exams** **Advanced Placement Exams (AP)** **DSST Credit by Exam** **Excelsior College Exam Program**
Sponsored Learning Program Evaluation	**Local Articulation Agreements** **Consortium for the Assessment of College Equivalency (CACE)**	**ACE Military Training and Occupation Review** **ACE CREDIT Review** **National College Credit Recommendation Service (NCCRS)**

ACE Evaluations

It is the faculty's charge to determine the academic rigor, content equivalency, and scope of the course, based on the depth and breadth of the materials and alignment of learning outcomes with evaluation methods.

Military
- Military Courses
- Occupations

CREDIT
- Formal Training / Education
- Exams
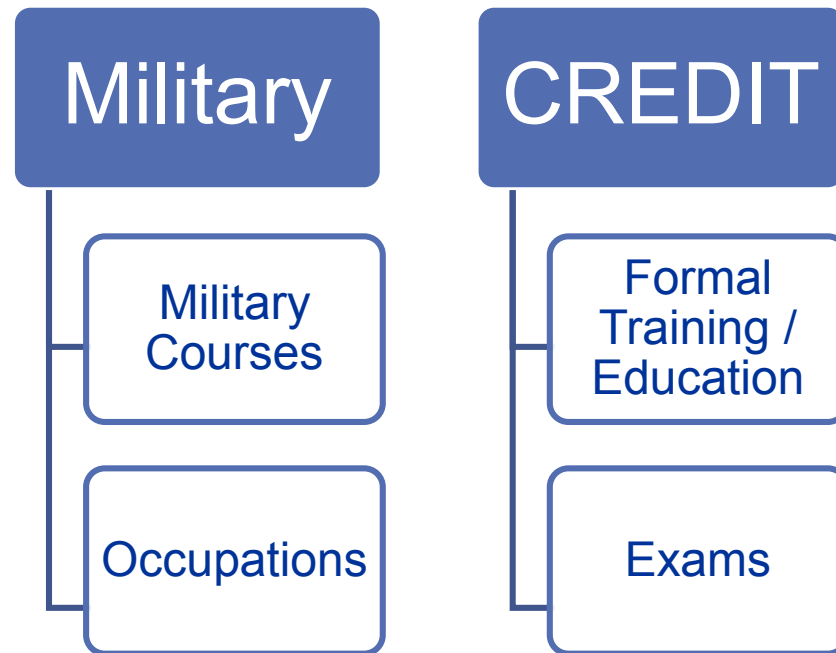
Military Mission and Vision

Military educates and trains to meet their mission requirements.

"The **Army's** mission is to fight and win our Nation's wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders."
http://www.army.mil/info/organization/

The mission of the **Marine Corps** is to be the nation's expeditionary force in readiness.
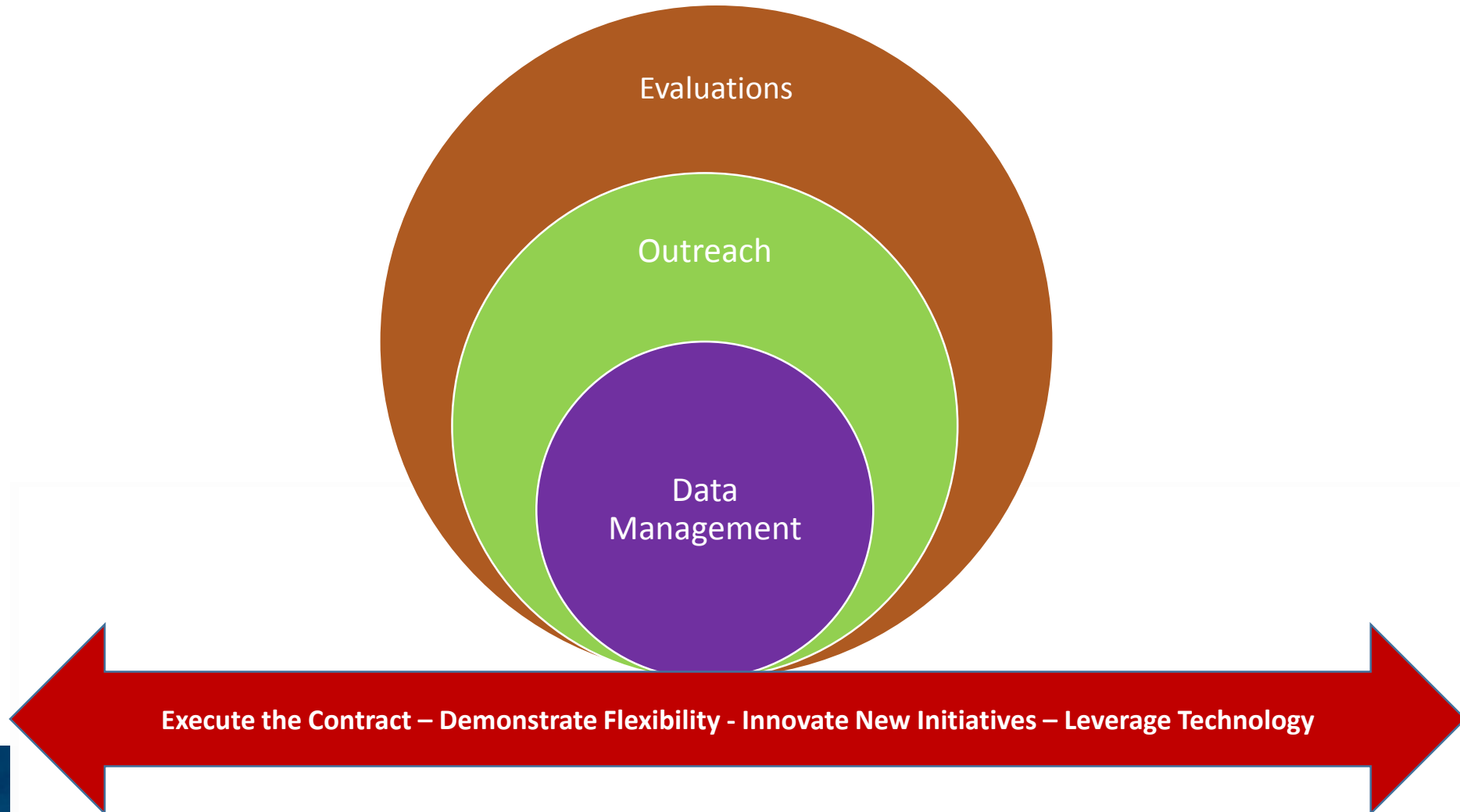http://www.marines.mil/

"The US **Coast Guard** protects the maritime economy and the environment, we defend our maritime borders, and we save those in peril. This history has forged our character and purpose as America's Maritime Guardian — Always Ready for all hazards and all threats."
http://www.uscg.mil/top/missions/

The mission of the **Navy** is to maintain, train and equip combat-ready Naval forces capable of winning wars, deterring aggression and maintaining freedom of the seas.
http://www.navy.mil/navydata/organization/org-top.asp

The mission of the United States **Air Force** is to fly, fight and win...in air, space and cyberspace.
http://www.uscg.mil/top/missions/

DoD Contract Essentials

Defense Activity for Non-Traditional Education Support (DANTES)

www.dantes.doded.mil

Evaluations

Outreach

Data Management

Execute the Contract – Demonstrate Flexibility - Innovate New Initiatives – Leverage Technology

Classification of Instructional Programs (CIP)

http://nces.ed.gov/ipeds/cipcode

Military Specialties

US Marine Corps Occupational Specialties

01 -- PERSONNEL AND ADMINISTRATION
0143 CAREER RETENTION SPECIALIST
0147 EQUAL OPPORTUNITY ADVISOR (EOA)
0149 SUBSTANCE ABUSE CONTROL SPECIALIST
0193 PERSONNEL/ADMINISTRATIVE CHIEF

02 – INTELLIGENCE
0231 INTELLIGENCE SPECIALIST
0241 IMAGERY ANALYSIS SPECIALIST
0261 GEOGRAPHIC INTELLIGENCE SPECIALIST
0291 INTELLIGENCE CHIEF

27 – LINGUIST
2671 --MIDDLE EAST CRYPTOLOGIC LINGUIST
2673 -- ASIA-PACIFIC CRYPTOLOGIC LINGUIST
2674 -- EUROPEAN I (WEST) CRYPTOLOGIC LINGUIST
2676 -- EUROPEAN II (EAST) CRYPTOLOGIC LINGUIST
2691 --SIGNALS INTELLIGENCE/ELECTRONIC WARFARE CHIEF
2799 --MILITARY INTERPRETER/TRANSLATOR

58 -- MILITARY POLICE AND CORRECTIONS
5811 -- MILITARY POLICE
5814 --PHYSICAL SECURITY SPECIALIST
5816 --SPECIAL REACTION TEAM (3RT) MEMBER
5819 --MILITARY POLICE INVESTIGATOR (MPI)
5821 --CRIMINAL INVESTIGATOR CID AGENT

Army Military Occupational Specialties

INTERPRETER BRANCH
09L -INTERPRETER/TRANSLATER

SIGNAL CORPS
25B - INFORMATION TECHNOLOGY SPECIALIST
25M - MULTIMEDIA ILLUSTRATOR
25W - TELECOMMUNICATIONS OPERATIONS CHIEF

JUDGE ADVOCATE GENERAL'S CORPS
27D- LEGAL SPECIALIST

PUBLIC AFFAIRS
46Q - PUBLIC AFFAIRS SPECIALIST
46R - PUBLIC AFFAIRS BROADCAST SPECIALIST
46Z - CHIEF PUBLIC AFFAIRS NCO

ARMY ACQUISITION CORPS
51C - ACQUISITION, LOGISTICS & TECHNOLOGY (AL&T) CONTRACTING NCO

AIR FORCE SPECIALTY CODES AND CAREER FIELDS OPERATIONS

3C - COMMUNICATION-COMPUTER SYSTEMS
3C0XX COMMUNICATION-COMPUTER SYSTEMS
3C1XX INFORMATION SYSTEMS TECHNOLOGY
3C2XX NETWORK INTEGRATION

3E - CIVIL ENGINEERING
3E5XX ENGINEERING
3E6XX OPERATIONS MANAGEMENT
3E9XX EMERGENCY MANAGEMENT

3S - MISSION SUPPORT
3S0XX PERSONNEL
3S1XX EQUAL OPPORTUNITY
3S2XX EDUCATION AND TRAINING
3S3XX MANPOWER

SACSCOC Applicable *Principles*

- **Standard 10.7** (*Policies for awarding credit*) – Expects a member institution to publish and implement "policies for determining the amount and credit awarding for its courses, regardless of format or mode of delivery."
  - Oversight by academically qualified persons
  - Assumes that policies conform to commonly accepted practices

- **Standard 10.8** (*Evaluating and awarding credit*) – Expects a member institution to publish "policies for evaluating, awarding, and accepting credit not originating from the institution."
  - Ensures academic quality
  - Approval process with oversight by academically qualified persons
  - Comparable to "designated credit experience"

- **Standard 9.4** (*Institutional credits for an undergraduate degree*) – Expects a member institution to demonstrate that at least 25% of degree credits are earned through direct instruction; would not include credit for prior learning

- **Standard 9.7** (*Program requirements*) – Expects a member institution to publish and implement requirements for its programs that conform to commonly accepted standards and practices

What do institutions want to know?

What prior learning is assessed?

What institutional value is served?

What is the tool?

What institutional policies need to be considered?

How can the credits be used in the curriculum?

How does CPL support student success?

How is the tool designed to ensure quality?

ACE
Military Review

Faculty are the Key!

FY 16 Accrediting Authorities Represented

WASC 2%
HLC 22%
SACS 57%
MSCHE 13%
NCA 1%
NEASC 3%
NWCCU 2%
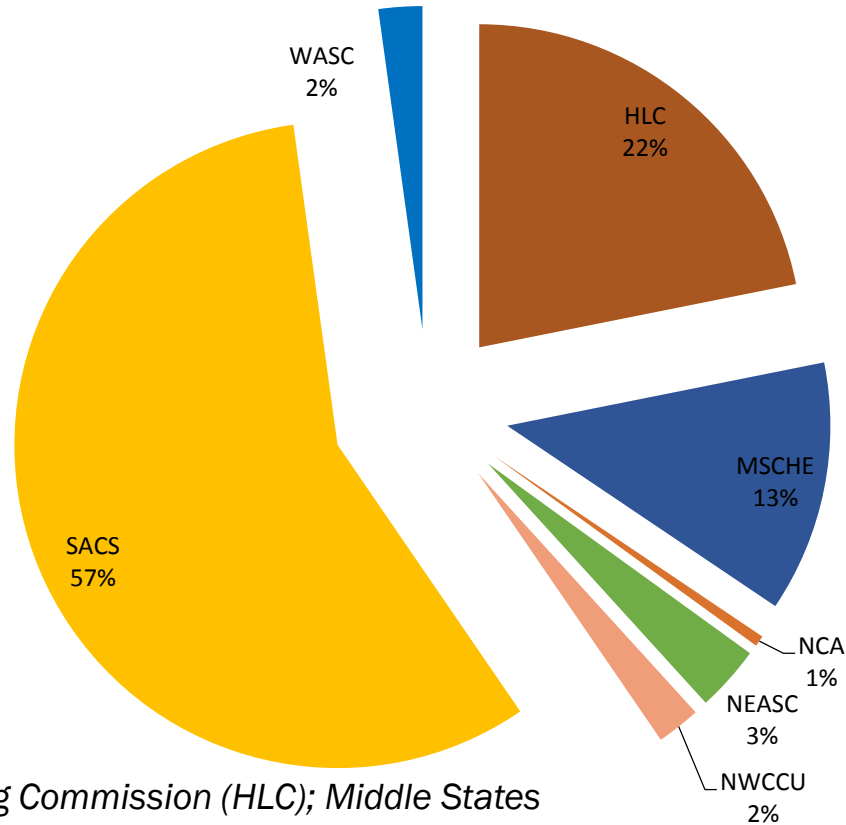
Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); North Central Association (NCA); New England Association of Schools and Colleges (NEASC); Southern Association of Colleges and Schools (SACS); Western Association of Schools and Colleges (WASC)

- Minimum 5 years teaching experience
- Must actively be teaching college-level courses
  - CHEA recognized institutions
- Based on academic discipline alignment
- Are grounded in current curricular standards and bring content area expertise
- Represent all post secondary levels of education
- Take a multidisciplinary approach

www.acenet.edu/evaluatorform

Review Team

- The team's purpose is to ensure the alignment of quality formal military education and occupational training (corporate and military) and non accredited provider courses to current post secondary for academic credit.

- Teams consist of a:

  - Team Coordinator
  - Discipline-specific Subject Matter Experts (2-3) selected from various college faculties, and
  - Psychometrician for validity and reliability checks, as needed

Formal Military Education Commands

- USA ~ Training and Doctrine Command (TRADOC)
- USMC ~ Training and Education Command (TECOM)
- USN ~ Navy Education and Training Command (NETC)
- USAF ~ Air Force Voluntary Education (AF-A1)
- USCG ~ Coast Guard Institute (CGI)

Enlisted → Limited Duty / Warrant Officers → Officers

Course Evaluation: CREDIT & Military

- Content, Scope, and Rigor
- Learning Outcomes
- Depth and Breadth of Material
- Level of Difficulty
- Applicability to Programs and Courses
- Assessment Tools

Faculty Toolbox

ACE's Military Evaluations Program: Terms and Definitions

1

Term	Definition
Academic Hours	Those hours within the delivery of a program of instruction that are instructor led, or which are performed under the supervision of the instructor.
Analysis, Design, Development, and Implementation, and Evaluation (ADDIE Model)	A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) phases. Core to the ADDIE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.
Assessment	Refers to the wide variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress, and skill acquisition of students. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be of such complexity as to properly evaluate the learning desired for the scope of the course.
Clinical	Education conducted in an operational medical setting such as patient encounter clinics, hospitals, laboratories, examinations, and ambulance transports.
Community College of the Air Force (CCAF)	The Community College of the Air Force is a regionally accredited degree granting institution for enlisted airmen. ACE does not evaluate courses that fall under CCAF.
Content	The knowledge, skills and attitudes imparted by learning areas/subjects, cross-cutting approaches and performance activities. Topics and subjects are current and align with higher education, professional, national, state, and/or local standards of curriculum. A connection to higher education level concepts exist, are clear and descriptive. Resources and materials are cogent with higher education.
Course Description	The identification of the course materials including items such as content, goals, objectives or outcomes and scope.
Course Goal	The course goal simply states the intent or desired accomplishment of what the course is designed to teach the student.
Course Terminal Objective	Describe the learner's expected level of performance by the end of the course/training and describe results of the training not the processes to achieve the learning.

Course Information

Course Title: P-8A Airframe/Hydraulic Systems Organizational Maintenance

Course Number: C-603-4201   Course Length: 7 weeks (151 hours)

Training Start / Implementation Date: 4/17   Review Location: CNATT Pensacola, FL

Training Location: Center for Naval Aviation Technical Training Unit, Jacksonville, FL

Overall Course Description

This course provides students *with the Knowledge + skills to troubleshoot, maintain + repair aircraft hydraulic systems to include landing gears, cargo doors, jury struts, + Flight Control systems.*

Minimum Passing Score   *75%*

Course Review Checklist and Notes:

Thoughts:

1. As an evaluation team, we are not casting judgment about how the course has been constructed or being delivered; stay focused on the learning that is occurring within the course and whether it warrants post-secondary credit recommendations.
2. This is a formative tool designed to support evaluator collaboration, discussion, and findings. You are exercising your professional judgment with a perspective not only from your academic institution, but based on the current curriculum trends across the country.
3. Reference the *Definition of Terms* tool as supporting guidance.

Section 1: Course planning resources

	Yes	No	N/A	Notes
A) The course planning tools (such as a POI) provide a thorough overview of the course expectations				
B) The curriculum is current				
C) There are a documented course objectives				
D) The learning outcomes are stated within the planning tools (such as a POI, TCCD, syllabus)				

Section 2: Instructional Materials / Resources

	Yes	No	N/A	Notes
A) The quantity and type of instructional materials are sufficient to align with the learning outcomes				
B) The lesson plans relate to the learning outcomes				
C) The lesson plans address a skill, behavior or knowledge to be learned				

Section 3: Academic Content

	Yes	No	N/A	Notes
A) The modules / units within the course align to current post-secondary curricula				
B) The level of the content being taught is equivalent to post-secondary expectations				
C) The training topics covered support a credit recommendation				
D) The learning outcomes reflect what the student is expected to know, understand or be able to demonstrate				
E) The learning outcomes have measurable criteria				

Military Instructors vs. Faculty with Higher Education Institutions

- *Formalized training required*

- *Mentored and assessed with instructional expectations*

- *Subject-matter experts*

	Level	Key Requirements
	Associate Instructor	• Must have an assigned mentor • Complete Army Basic Instructor Course and Cadre Training Course • Teach 25% of course • Receive 3 observations from the Associate Instructor Certification Board • Successfully pass Associate Instructor Certification Board
	Instructor	• Must have an assigned mentor • Complete Systems Approach to Training Basic Course • Teach 50% of course • Conduct 100 hours of classroom instruction • Obtain score of 90 or better on all written & practical exams for instructional area • Must receive 6 additional observations
	Senior Instructor	• Must revise a POI, lesson plan, test, job or training aid • Teach 75% of course • Conduct 600 hrs of instruction • Complete advanced professional development courses applicable to assignment • Obtain score of 90 or better on all performance based exams/job knowledge tests for instructional area • Receive 6 additional observations
	Master Instructor	• Teach 100% of course • Conduct 1000 hrs of instruction • Complete grad-level equivalent courses • Mentor junior instructors • Submit and complete master project • Appear before Evaluation Board

Occupational Standards

STP 17-19D4-SM

SOLDIER'S MANUAL
Cavalry Scout
MOS 19D Skill Level 4

JANUARY 2010

DISTRIBUTION RESTRICTION: Distribution authorized to U.S. Government agencies and contractors only to protect technical or operational information from automatic ... under the International Exchange Program or by other means. This determina... 10 February 2009. Other requests for this document will be referred to: Com... Army Armor School, ATTN: ATZK-TDT-TD, 204 1st Cavalry Regiment Road... Knox, KY 40121-5123. After February 2011, this address will change to Co... Center of Excellence, Training Development Division, Building 4, Fort Benn...

PREVENTIVE OCCUPATIONAL MEDICINE

Paygrade	Task	Task Statements
E4	CORE	Clean treatment rooms and equipment
E5	CORE	Conduct habitability inspections
E4	CORE	Conduct preliminary interviews of personnel exposed to communicable diseases
E4	CORE	Conduct preliminary investigations of food borne illnesses
E4	CORE	Dispose of expired items
E4	CORE	Dispose of hazardous medical waste
E4	CORE	Inspect Food Service Attendants (FSA) for personal hygiene
E4	CORE	Inspect Food Service Attendants (FSA) for proper food handling procedures
E5	CORE	Inspect food storage and service areas
E4	CORE	Inspect messing and food service facilities
E4	CORE	Issue hearing protection devices
E5	CORE	Maintain universal precautions
E4	CORE	Manage biomedical waste programs
E4	CORE	Measure hearing acuity
E4	CORE	Monitor sterilization procedures
E4	CORE	Organize medical workspace areas to prevent injuries
E5	CORE	Organize sterile fields
E4	CORE	Package biomedical waste
E4	CORE	Perform health and comfort inspections
E4	CORE	Perform heat stress monitoring procedures
E4	CORE	Perform medical workspace safety assessments
E4	CORE	Perform non-surgical universal precautions
E4	CORE	Perform pest control inspections

- Review of job descriptions, promotion examinations, daily functions, critical task lists, and occupational standards.

- Panel interviews validating related competencies and on-the-job training aspects.

- Team discussion focuses on learning above and beyond formal classroom.

- Team brainstorming and collaboration comes to consensus on subject areas and non-individualized.

Occupation Panels

Team Recommendations

- Are based on college-level equivalencies: what can be found in college curriculum

- Explains intent of the course design and synthesizes course objective and overall content

- Credit Categories
  - Vocational/Certificate
  - Lower Division Baccalaureate/Associate
  - Upper Division Baccalaureate
  - Graduate

Credit Recommendation Analysis

- Explains intent of what the course is designed to teach the student

- Synthesizes course objective and overall content

- Lists the essential learning outcomes components to the review process.

- Each credit recommendation reinforces the learning outcomes and topics covered.

- Bloom's taxonomy and outcomes assessment is the framework

Art of a Credit Recommendation

Appropriate Alignment

Multiple measures, tools, and strategies

Evidence of learning

Accountability
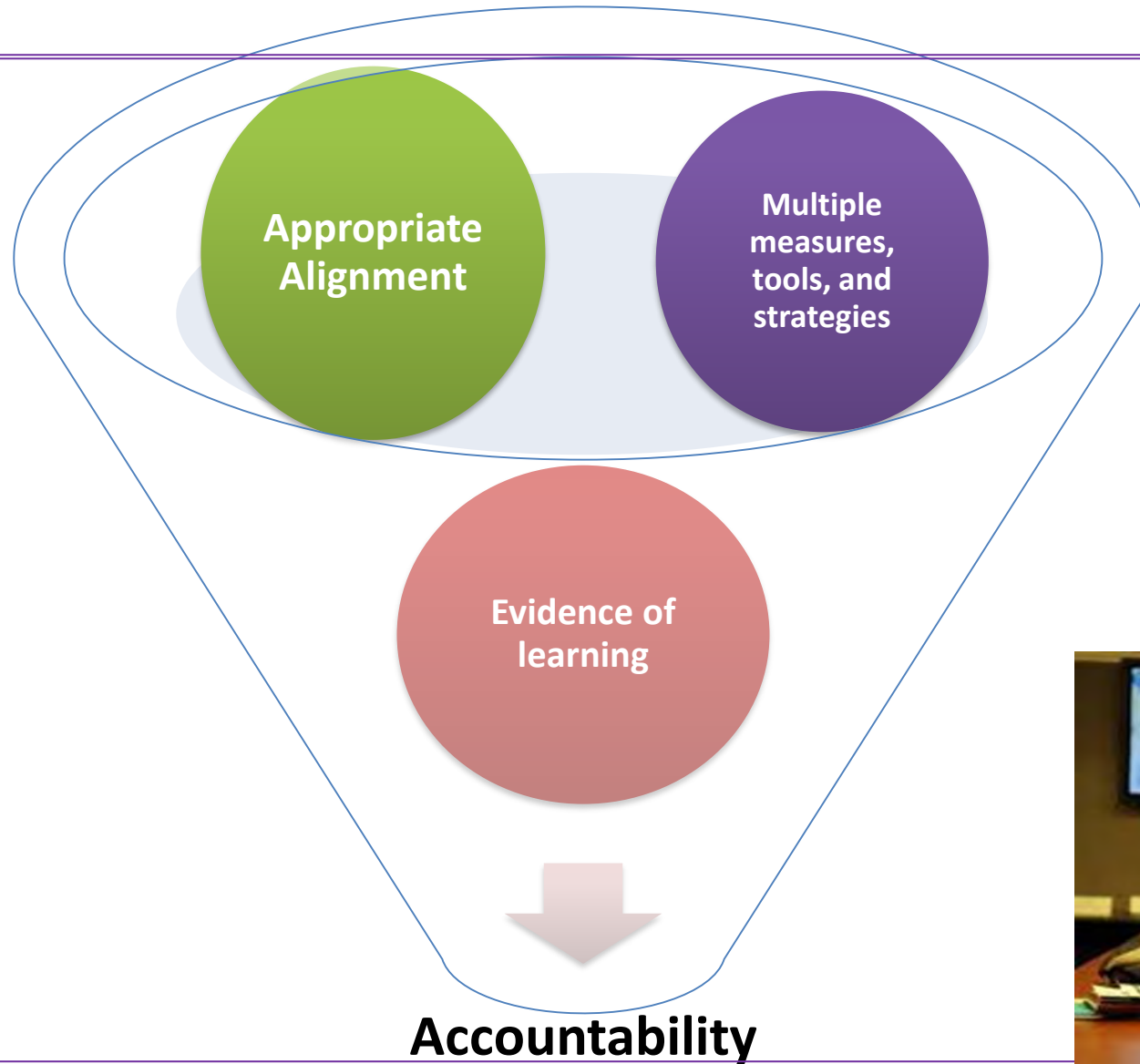
Bloom's Taxonomy (Revised)

Level	Question	Verbs
Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

No Credit Recommended

Course is too limited in scope or too narrowly focused to be comparable to college courses.

Course content lacks academic rigor expected in college-level courses.

Evaluation and assessment methods are inadequate to support learning outcomes and course content.

Material presented for review is insufficient to allow team to make judgment.

Course Review Summary

No magic elixir

- Content, scope, and rigor
- Learning outcomes; alignment to assessment
- Current curriculum

Not always credit

- Insufficient materials
- Inadequate Assessments
- Limited scope
- Too military specific

Faculty collaboration

- 100% consensus
- At least 3 faculty per course
- Aligned subject area expertise

Tools & Models

Faculty Evaluator Portal

Faculty Evaluators

Faculty Evaluators - Home Page

ACE review teams embrace the philosophy that what an individual learns is more important than when, where, and how the individual learned it. An ACE evaluation is a rigorous, hands-on process conducted by a team of teaching faculty from relevant academic disciplines, representing a diversity of colleges and universities. Faculty evaluators review both military training and occupations, as well as training and exams for a variety of organizations through the CREDIT program.

The team assesses and validates whether the courses, occupations, or professional examinations have the appropriate content, scope, and rigor for college credit recommendations that may be eligible for academic transfer. (Actual credit transferred is solely at the discretion of the college or university.) Credit recommendations appear in the Military Guide for military courses and occupations and in the National Guide for CREDIT courses.

- If you have been actively teaching college-level courses for 5 years and are receptive to recommending academic credit for learning in an extra-institutional setting, we invite you to join our pool of faculty evaluators.
- ACE creates specialized teams for each review based on the required academic areas, the balance between new and experienced reviewers, diversity in the representation of the type of higher education institution, the distance from the site where the review takes place, and the overall composition of the team.
- ACE pays all evaluators an honorarium based on review days and reimburses approved travel expenses for onsite reviews.

Testimonials from the Field

"I did not know what to expect on my first review, but I was definitely surprised at how much I learned from my team, which consisted of faculty members from schools of varied sizes, concentrations, and geographic locations. We were a "team" from the moment we shook hands, we got to know each other during 2 days of sharing insights into how our respective schools would rate the curriculum, and we parted as friends. ACE

FACULTY EVALUATOR FUNDAMENTALS

- Faculty Evaluators - Home Page
- Becoming a Faculty Evaluator
- Serving on an ACE Review
- Faculty Evaluator Checklist - Onsite Reviews
- Faculty Evaluator Checklist - Virtual Reviews
- Faculty Evaluator Travel Policies
- Faculty Evaluator Frequently Asked Questions

RELATED CONTENT

- Military Guide
- National Guide
- The Academic Review Task Force

More stories on Faculty Evaluators

The ACE Military Guide (1954 to present)

College Credit for Military Service

Military Guide

MILITARY GUIDE

Guide to the Evaluation of Educational Experiences in the Armed Services

ACE's Military Guide presents credit recommendations for formal courses and occupations offered by all branches of the military. These credit recommendations appear on the service member's Joint Services Transcript (JST).

All recommendations are based on ACE reviews conducted by college and university faculty members who are actively teaching in the areas they review.

The Military Guide includes all evaluated courses and occupations from 1954 to the present. New courses and occupations are continually being evaluated by ACE, and these entries are added on a daily basis.

New Features

During the past year, ACE convened a group of faculty evaluators, college and university registrars, and other key users to make recommendations on overhauling and streamlining the course exhibits on the Military Guide. The goal was to make these exhibits more like college course syllabi to make it easier to draw parallels between military training and college courses. Exhibits for courses evaluated after October 1, 2015 follow the new format, including:

- an overall course description that mimics what appears in a college catalog
- expanded methods of assessment that demonstrate the rigor of the student evaluation mechanisms
- the minimum passing score required to pass the course, so colleges can align the training with their own grading practices
- credit recommendations with associated learning outcomes that document exactly what the student has learned in each subject area

The NEW sample course exhibit (PDF) provides more information for courses evaluated after October 1, 2015. For courses evaluated before September 30, 2015, see the sample course exhibit.

Past Enhancements

ACE works closely with a variety of stakeholders who use the Military Guide to enhance the utility of the data. Here are some examples of recent changes.

RELATED CONTENT

- Military Guide Home
- How to use the Military Guide
- Frequently Asked Questions
- The Academic Review Task Force

Search Courses

Course exhibits begin with a two-letter code.

Search Occupations

Occupation exhibits begin with a three-letter code.

More stories on College Credit for Military Service

www.acenet.edu/militaryguide

The Military Guide ~ Search Courses

IMPORTANT: Index-level Data Reports

40 Courses Found

Search Again   Print Page   Download List

Show 25 ▼ entries   Filter Results: [   ]

ACE ID ▲	Start Date	End Date	Team Rev'd	Title
AF-1715-0961	04/01/2007	Present	06/2008	Basic Communications Officer Training (4/07-Present)
AR-0326-0063	10/01/2012	Present	07/2013	Army Acquisition Foundations (10/12-Present)
AR-0419-0056	01/01/2006	Present	12/2007	Strategic Deployment Planning (1/06-Present)
AR-1402-0241	01/01/2013	Present	07/2013	Network Management Technician Warrant Officer Advanced (1/13-Present)
AR-1402-0275	05/01/2013	Present	07/2013	Signal Warrant Officer Staff Follow-On (5/13-Present)
AR-1402-0277	10/01/2012	Present	07/2013	Information Services Technician Warrant Officer Advanced (10/12-Present)
AR-1405-0296	10/01/2009	Present	05/2010	Capabilities Developments (10/09-Present)
AR-1406-0218	10/01/2004	Present	06/2006	Air Defense Artillery Senior Leader (SLC) (10/04-Present)
AR-1408-0213	10/01/2009	Present	01/2010	Field Artillery Captains Career (10/09-Present)
AR-1408-0343	10/01/2012	Present	09/2011	Senior Technical Engineer NCO Senior Leader (10/12-Present)
AR-1601-0117	10/01/2009	Present	03/2010	Construction Engineer Supervisor, Senior Leader (SLC) (10/09-Present)
AR-1601-0121	03/01/2005	Present	04/2008	Construction Equipment Supervisor (ALC) (3/05-Present)

Exports to Excel

	A	B	C	D	E	F	G	H
1	ACE ID	Course(s)	Team Rev'd	Title	Length(s)	Start	End	Location(s)
2	NV-1710-0011	A-710-0011	07/13	Advanced Builder	10 weeks (400 hours)	07/13	Pres	Construction Training Center, Gulfport, MS / Construction Training Center, Port Hueneme, CA
3	DD-1408-0010	PQM-301	04/13	Advanced Production, Quality, and Manufacturing	2 weeks (58 hours)	01/13	Pres	Defense Acquisition University, Various locations in the Continental US
4	AR-2201-0607	2-44-C20(P) / 2-44-C20	06/13	Air Defense Artillery Basic Officer Leader, Phase III Resident	15 weeks (563 -- 568 hours)	06/13	Pres	Air Defense Artillery School, Fort Bliss, TX
5	AR-1406-0218	0-14-C42 / 0-14-C46	06/13	Air Defense Artillery Senior Leader (SLC)	5 weeks (220 hours)	10/13	Pres	Reserve Component Training Centers, US / NCO Academy, Fort Bliss, TX / NCO Academy, Fort Sill, OK
6	AR-2201-0530	0-14-C45	01/13	Air Defense Artillery, Advanced Leader (ALC)	6 weeks (240 hours)	10/13	Pres	NCO Academy, Fort Bliss, TX / NCO Academy, Fort Sill, OK
7	AR-0326-0063	8D-F48/551-51C30	07/13	Army Acquisition Foundations	3 weeks (197 hours)	10/13	Pres	Army Acquisition Center of Excellence, Huntsville, AL
8	AF-1715-0961	E3OBR33S1 0A1A	06/13	Basic Communications Officer Training	5 weeks (208 hours)	04/13	Pres	333rd Training Squadron, Keesler AFB, MS

Military Course Exhibit

Exhibit 2006

MC-1710-0047 v4

Title: TANK SYSTEMS MECHANIC

(M1A1 Tank System Mechanic (USMC))

Course Number: GBN; 611-2146.

Location: Marine Corps Detachment, U.S. Army Armor Center, Fort Benning, GA

Length: 12 weeks (441–504 hours).

Exhibit Dates: 9/12–11/13.

Learning Outcomes: Upon completion of the course, the student will be able to operate and maintain all systems associated with the M88A2 Recovery Vehicle, the M1A1 Tank and the Armored Vehicle Launched Bridge; complete field-level repairs and maintenance of all M1A1 Tank systems including engine, transmission and auxiliary power unit; conduct troubleshooting and repair operations on all tank-related systems using various diagnostic test equipment; and maintain records associated with the maintenance and repairs related to the tank.

Instruction: Methods of instruction include audiovisual materials, classroom exercises, discussion, lecture, and practical exercises. General course topics include tools and test equipment, tank preventive and corrective maintenance, power plant and power pack testing and service, tank performance testing, emergency operation, hydraulic systems, fire suppression systems, electrical systems, auxiliary power systems, fire control, track drive and suspension, troubleshooting, communication systems, fuel delivery systems, diesel engine operation, brake systems, toxic gas filtration and instrumentation.

Related Competencies: *Diesel engine operation and maintenance* topics include cooling systems, diagnostic equipment, diesel engine basic maintenance, diesel engine operations, electrical troubleshooting, engine components, lubrication systems, mechanical troubleshooting, and repair tools. *Heavy equipment maintenance* topics include application of winch load during recovery operations, auxiliary power unit (APU) replacement and maintenance, calculation of winch load, controls, electrical schematic usage, hydraulic system operation and maintenance, hydraulic systems repair, logbook completion and updating, starting system operation and maintenance, and turret hydraulics. *Mechanical systems maintenance* topics include belts and pulleys, brake systems, diesel engine principles and subsystems, environmental equipment, heat exchangers, hydraulic systems, mechanical drive systems, safety, system pumps, and system valves.

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in diesel engine operation and maintenance, 3 in heavy equipment maintenance, and 3 in mechanical systems maintenance (9/12)(9/12).

Exhibit 2015

MC-1710-0047 v5

Title: TANK SYSTEM MECHANICS

Course Number: GBN.

Location: Marine Corps Detachment, U.S. Army Armor Center, Fort Benning, GA

Length: 13 weeks (441 hours).

Exhibit Dates: 12/13–Present.

Overall Course Description: This course provides students with the knowledge and skills to troubleshoot, repair, adjust, and replace various components and systems in accordance with manufacturers' service manuals on various vehicle systems to include climate control systems, transmissions, and electrical systems.

Instructional Strategies: Methods of instruction include audiovisual materials, classroom exercises, discussion, laboratory, lecture, and practical exercises.

Methods of Assessment: Methods of assessment include group projects, multiple-choice exams, open-ended question exams, performance tests, and quizzes.

Minimum Passing Score: 80%

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 3 semester hours in transportation climate control, 3 in advanced automobile electricity, 3 in introduction to transportation technology, and 2 in automatic transmissions and transaxles (11/15)(11/15).

Learning Outcomes:

Transportation Climate Control

The student will be able to apply theories of refrigeration and heating; operate electrical, electronic, and pneumatic controls; diagnose and repair climate control systems; interpret and apply safety and environmental regulations; and recover and recycle system refrigerant.

Advanced Automobile Electricity

The student will be able to apply electrical theory; analyze and interpret wiring diagrams; test and diagnose electrical circuits; troubleshoot and repair wiring; operate and evaluate electrical test equipment; distinguish between series and parallel circuits; measure amperage and resistance; demonstrate electrical safety; test solid state devices, solid state power supplies, and amplifiers; and explain alternating and direct current.

Introduction To Transportation Technology

The student will be able to interpret and apply service information; identify various vehicle systems; apply workplace safety and personal research and interpret service information; identify and manipulate hand tools; protective equipment (PPE); and locate and select proper material safety data sheets (MSDS).

Automatic Transmissions And Transaxles

The student will be able to operate, diagnose, and repair automatic transmissions; apply the theory of torque; service and repair manual drive trains; and evaluate variations in power flow.

Military Guide Occupation Exhibit

MOS-31B-003
MILITARY POLICE
31B30
31B40
31B50
Exhibit Dates:
6/14–Present.

Summary:
Military Police contribute to the combat power on the battlefield by conducting police operations, detention and security and mobility support across the full range of operations to enable protection and promote the rule of law. Military Police provide support to the Army community through professional policing, security of critical resources, crime prevention programs and preservation of law and order.

Credit Recommendations

Recommendation, Skill Level 30:
In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in law enforcement operations, 3 in criminal investigation, and 3 in criminal procedures (11/16)(11/16).

Recommendation, Skill Level 40:
In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in law enforcement operations, 3 in criminal investigation, 3 in criminal procedures, and 3 in operations management. In the upper-division baccalaureate degree category, 3 semester hours in criminal justice administration, and 3 in human resource management (11/16)(11/16).

Recommendation, Skill Level 50:
In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision, 3 in law enforcement operations, 3 in criminal investigation, 3 in criminal procedures, and 3 in operations management. In the upper-division baccalaureate degree category, 3 semester hours in criminal justice administration, 3 in human resource management., and 3 in leadership (11/16)(11/16).

Lower-Level Learning Outcomes

Supervision:
The student will be able to plan using goal-setting and organizational skills; develop personnel motivational strategies; delegate tasks to personnel; establish goals and expectations; and perform manpower, scheduling, and prioritization functions.

Law Enforcement Operations:
The student will be able to identify criminal activity; report violations and infractions of laws; conduct vehicle patrols; prepare written reports; operate various police vehicles; use various police equipment; perform security checks and searches; and respond to emergency situations.

Criminal Investigation:
The student will be able to use a variety of criminal investigation methods and techniques; prepare written reports of findings; identify crime scenes; collect and preserve crime scene evidence; conduct interviews and interrogations; maintain the integrity of crime scenes; identify and describe sources of information; define and discuss case and trial preparation; provide testimony as required; interpret and apply procedural rules and substantive law; and list common evidentiary rules.

- Home page updates and reminders
- Three exhibit versions
  - 1974 to 2006
  - 2006 to 2016
  - Oct 2016 to present
- Content redesign FY17
- Service nuances and challenges
- Footers

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SAMPLE - JOINT SERVICE TRANSCRIPT

Collaborative Model

Institutional Models

Fayetteville Tech Community College

http://www.faytechcc.edu/military-veterans/credit-for-military-training/

Minnesota State Colleges and Universities

http://www.mnscu.edu/military/transfer.html

Ivy Tech Community College

https://www.ivytech.edu/pla/

Central Texas College

http://www.ctcd.edu/degree_plans.html

Coastline Community College

http://military.coastline.edu

American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036

Toll Free: 866-205-6267

Military Programs

202-939-9470 or militaryed@acenet.edu
www.acenet.edu/militaryprograms

Corporate Programs

202-939-9434 or credit@acenet.edu
www.acenet.edu/programs/CREDIT